

# Cribs Day Nursery

Butchers Road, Canning Town, London, E16 1PH

<b>Inspection date</b>	22/04/2013
Previous inspection date	17/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are enthusiastic and present high levels of independence, as they freely access a broad range of resources in a child-friendly environment.
- Staff have a good knowledge of individual children, working well with parents identify children's care needs, and the progress made in their child's learning and development.
- Children are attentive of the staff who are eager and interested throughout the day.
- Children are happy and settled in the setting. They receive high quality care from staff with whom they form secure attachments.
- Staff use a wide range of systems to assess children's development and transitions to school are supported with relevant information being passed on.

### It is not yet outstanding because

- There are missed opportunities to extend older children's literacy skills when supporting their learning of the sounds of letters.
- Current links with other settings that children attend are not consistent to ensure regular exchange of information about children's individual learning and development.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all the playrooms and the outdoor play area.
- The inspector observed interaction between the staff, children and parents.  
The inspector looked at play resources, children's assessment records, planning
- documentation, a sample of children's records, documentation to support safeguarding and the systems to used for self-evaluation.
- The inspector took into account the views of parents and feedback received via parental questionnaires used by the setting management.
- The inspector carried out a joint observation with the manager.

## Inspector

Shaheen Belai

## Full Report

### Information about the setting

Cribs Day Nursery registered in 2007 and is operated by a private individual. The setting is situated in Canning Town, within the London Borough of Newham. Children have access to three play rooms situated on the ground and first floor, and associated facilities. There is an outdoor play area.

The setting operates throughout the year, Monday to Friday, from 7.30am to 6.30pm. The setting provides funded education for two, three and four year olds. There are currently 28 children in the early years age range on roll, attending both part-time and full-time sessions. The setting currently supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and both parts of the Childcare Register. The setting employs eight members of staff, including the manager. Of these, all staff members hold appropriate early years qualifications and the manager holds an early year's degree.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend all staff's knowledge of the use of phonics, to ensure they support older children appropriately when engaged in activities that promotes early reading skills
  
- build on current systems to improve communication with other settings that children also attend, to further support children's individual learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn. They make good use of guidance literature to ensure they implement the learning and development requirements in practice. Children benefit from the quality range of resources that are broad in range and variety to support them in all seven areas of learning. The activities planned and provided offer challenge but are achievable, as children are provided with high levels of staff support to make progress. Staff as key person's find out about children's individual needs through their role and responsibilities. They ensure they gather and exchange with parents on a regular basis. Parents are actively involved from the start and encouraged to contribute to their child's development. Staff complete required assessments for all the children. They work to actions set in individual action plans for children with identified

needs and ensure transition reports are in place for supporting children moving onto school.

Children of all ages present high levels of independence, as they self-select from the well organised storage that ensures resources are easily identified. Children show preference to the resources they wish to play with, as they take responsibility to clear away existing resources and set up play materials of their own choice. Staff are quick to act on children's interests and make a range of resources available for children to build on their ideas. For example, they provide children with tunnels to crawl through and astronaut costumes to dress up in as they explore the outer space area. Children explore everyday household items, such as food packages in home corner and milk crates to construct with in the garden. All ages explore a variety of messy and tactile resources with their hands and using tools; they explore jelly, cooked spaghetti and paint. Children are engaged alongside staff to make the play dough and gloop mixtures of flour, water, corn flour and colour. They benefit from these activities as they explore maths, develop descriptive language, extend their vocabulary and explore early science. Children thrive off the staff enthusiasm, as staff fully engage in activities with the children. Children demonstrate their trust and strong bonds with the staff, as they call out to them to share experiences, or as young infants put their hands out to be cuddled by their carers. Children explore their environment very well outdoors, as staff use props and resources to engage their interests. For example, they explore the vegetables laid out randomly in the garden or locate insects that land in the water trough. Older children's skills in early reading and writing are strong and given support through adult initiated activities and access to a range of writing materials which are freely accessible to the children. The teaching of phonics for children is evident, and older children demonstrate good skills in sounding out letters of the alphabet. However, this is not always consistent when staff from another room are providing care for these children. This results in missed learning opportunities. Children benefit from the use of the community outings, such as shopping activities, visiting the library and travelling on different forms of transport. They do this regularly to extend their awareness of their local community, support them in their confidence and teach them about safety when out of the setting. Young infants benefit from the use of photographs of themselves and their family members; they show great pleasure as they handle photos with staff.

Children develop a strong sense of achievement and recognition, as their creative work and photographs are displayed throughout the setting. The displays also reflect on the wide range of activities the children engage in. Staff have a very positive approach to promoting diversity. The staff collate key words and phrases in children's home languages and have a library of words in community languages displayed to ensure these are referred to. The celebration of festivals is ongoing and staff engage in activities with the children to support their understanding of diversity. For example, showing the children how to wear a sari.

**The contribution of the early years provision to the well-being of children**

Children settle very quickly on arrival. The children are familiar with their friends and their carers. There are times in the day when children of all ages have opportunities to socialise, promoting familiarity with each other. Children develop high levels of independence as the staff use clear reminders and explanations of how to keep safe. For example, children are reminded of how to move safely outdoors and how to be gentle with younger children. Staff praise young children's efforts and their achievements, this encourages them to take pride in their achievements. The children are eager to help assist staff or take on roles, as they identify with expected behaviour. For example, they are eager to set out the beds for sleep time or clear away resources.

The setting provides children with a healthy and balanced diet. At mid-session, children enjoy snacks such as fruits, bread sticks and dips. Children tuck in happily with an appetite at lunchtimes to meals including pasta, tuna and a variety of vegetables. They eagerly request additional helpings or staff ensure younger less confident children are offered. The engagement of staff eating with the children, supports them to develop healthy eating habits, be supported to develop good table manners and engage in shared experiences about healthy eating. To extend children's learning about healthy eating and develop a positive approach to food, the children participate in cooking and growing activities. The children benefit from daily outdoor play, where they can make use of different equipment, such as scooters to balance on and the challenge of the climbing frame. These opportunities support children to adopt healthy lifestyles.

Children rest according to their own individual needs. Young infants rest according to their own individual sleep patterns. Older children are vocal about their sleep needs and staff respect this, yet they are observant to ensure those that need a quiet time are allocated this. Children are familiar of the routine practices of hand washing before and after specific tasks. Older children need little or no reminding of how to address the tasks. Staff ensure young infants health is supported, such as becoming familiar with where to store and locate their shoes in their play room. This ensures they play in a clean environment where the majority of their play is set out on the floor area.

### **The effectiveness of the leadership and management of the early years provision**

Children play in a safe and secure environment. Staff are vigilant of visitors, checking their identity and ensuring a record is maintained of their details. Staff complete daily safety checks and regularly review risks assessments. Staff demonstrate a good understanding of the safeguarding procedures, which they address through training or regular reviews of the policies and procedures via team meetings. Management implement required procedures for employing staff and ensuring they are suitable to work with children. The manager engages with staff on a daily basis, this ensures she monitors staff implementation of policies and procedures. There are two staff members trained in current first aid, there are effective procedures in place for addressing accidents and the administration of medication.

Management and staff have built effective partnerships with parents. Their role in working

with the setting to compliment children's care, learning and development is given high value. The setting ensures information is shared daily. Parents have access to their child's developmental records, engage at periodic child review meetings and provide feedback on all aspects of the service via the completion of the setting's periodic parental questionnaires. Parental feedback at inspection provides positive feedback for all aspects of the service provided. The setting maintains good links with local schools to support children to make the move to moving on. However, the current links maintained with other settings that children attend in addition to this setting are lacking to ensure individual children's development is complemented between the two settings.

Management works closely with the local authority advisory team and welcomes their support, allowing them to address any weaknesses and build on strengths. Management has strived to work to make significant improvements since the last inspection, which has resulted in improvements in children's learning and development. This area is supported further with management and staff actively working closely with the local borough Pre-School Learning Alliance. Staff development is promoted by the manager through attendance at regular training and the gaining of a higher qualification. Self-evaluation is explored as an ongoing practice, with staff and management setting targets to achieve. In addition, management is participating in a quality assurance scheme to obtain additional recognition for the service children and their family receive.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY349473
<b>Local authority</b>	Newham
<b>Inspection number</b>	909798
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Valerie Yewande Ajala
<b>Date of previous inspection</b>	17/05/2011
<b>Telephone number</b>	0207 4744844

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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